

DOCUMENT RESUME

ED 158 684

HB 010 399

TITLE Assessment of the Progress Made by the State in Enrolling Black Students.

INSTITUTION Maryland State Board for Higher Education, Annapolis.

PUB DATE 9 May 78

NOTE 17p.

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.

DESCRIPTORS *Access to Education; Black Colleges; *Black Students; College Majors; *Enrollment Rate; Equal Education; Higher Education; Junior Colleges; Needs Assessment; *Racial Integration; Rural Youth; State Colleges; State Universities; *Statewide Planning; Statistical Data; *Student Recruitment

IDENTIFIERS *Maryland

ABSTRACT

Fall 1977 marked the midway point of implementation of the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State. In this midpoint assessment, four areas in which the state has achieved a degree of progress and four areas needing improvement by the state higher education community are identified. Progress areas include the following: (1) proportionally, the state higher education institutions are enrolling more black, Maryland-resident high school graduates than white counterparts; (2) black students are enrolled in community colleges and predominantly-white four-year institutions, 20 may be considered to be fully integrated by the goals of the Plan; and (4) of the nine public institutions offering post-baccalaureate degrees, eight are considered fully integrated. Areas needing improvement include: special problems in attracting rural black students; institutional recruitment strategies and plans for traditionally-black institutions to attract white students; recruitment efforts for black graduate students, especially in disciplines with traditionally low black participation; and studies of variables affecting choice of major among black students, particularly in the health sciences. Statistical data are included.

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Equal Educational Opportunity Division
May 9, 1978

HE010399

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Introduction

The Fall of 1977 marked the midway point regarding the implementation of the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State. In view of this, the Equal Educational Opportunity Division of the SBHE completed an assessment of the progress made by the State in enrolling black students. As a result, four areas in which the State has achieved a degree of progress were identified. Four areas needing improvement by the State higher education community were identified as well.

Summary of Progress and Areas Needing Improvement

A. Progress Areas

- (1) Proportionally, the State higher education institutions are enrolling more black, Maryland resident high school graduates than white counterparts.
- (2) Black students are enrolled in community colleges and in four-year institutions in similar rates.
- (3) Of the 25 community colleges and predominantly white four-year institutions, 20 may be considered to be fully integrated by the goals of the Plan.

- (4) Of the 9 public institutions offering post-baccalaureate degrees, 8 may be considered fully integrated by the goals of the Plan.

B. Areas Needing Improvement

- (1) Three community colleges (Anne Arundel, Charles and Frederick), are unlikely to reach by 1980 the Maryland Plan's projections. Special problems in attracting rural black students should be studied.
- (2) Two factors are affecting the undergraduate enrollment in the four-year institutions. On the one hand, the pool of black college-bound high school seniors appears to have reached its limits; on the other hand, the traditionally black institutions are attracting fewer whites. Institutions should assess their recruitment strategies and formulate new plans, as well as examine the enrollment goals in the Plan.
- (3) UMCP's graduate enrollment is unlikely to reach the Maryland Plan's 1980 projections. Efforts in recruiting black graduate students must remain high, especially in disciplines with traditionally low black participation.
- (4) The Health Sciences professional schools' black enrollment is unlikely to increase rapidly partly due to the low number of

black undergraduate students majoring in the natural sciences. Along this line, the EEO Division is conducting a study to analyze which variables affect choice of major among black students. The results will be useful to counselors and guidance personnel. However, other approaches should be investigated. Articulation between predominantly black schools and UMAB must remain high.

Detailed Analyses

The above conclusions were reached through analyses of data available to the SBHE.

In assessing the progress made by the State in enrolling black students, several reference measures may be used. First, the Maryland Plan's 1980 projections; second, data on Maryland high school seniors for undergraduate students and baccalaureate recipients for graduate and first professional students; third, the black population in the State. The outcome measure is, of course, the actual black enrollment in the public institutions. Finally, the percentage of blacks among first-time, full-time undergraduates may be used as a measure of "future trends." In the following tables, wherever appropriate, those measures have been included.¹

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The sources for the data presented in the tables are: high school seniors data from the State Department of Education, May 1977 survey; students in public higher education institutions from the HEGIS survey, Fall 1977 (Forms S-1 - Enrollment by Programs, and S-4 - Residence by County of Origin); degrees data are from the HEGIS survey as well, but they apply to the July 1, 1976 to June 30, 1977 time period; finally, State and counties population data are from the Maryland Center for Health Statistics - Maryland Population Estimates, July 1, 1975. Percentages of black persons were estimated from the "non-white" data using a factor of .966 (the proportion of blacks among non-whites in the State estimated by the 1970 U.S. Census).

Table 1 presents a summary of the enrollment in the State's public institutions. While blacks made up 20.1% of the high school seniors in May, 1977, they represented 22.1% of the full-time undergraduates as of Fall, 1977. While 12.7% of the baccalaureate degrees awarded by the State's institutions in 1976-1977 went to blacks, in the Fall of 1977 10.7% of the full-time graduates and 7.1% of the full-time first professional students were black.

Table 2 shows data for first-time, full-time, Maryland resident, undergraduate students. The "Ratios" in the second and third columns represent the "college going rate." It was defined as the number of first-time, full-time Maryland resident freshmen in the Fall of 1977 divided by the number of high school seniors in May, 1977.² The best way to analyze this table is to compare the pairs of black and white ratios. As may be seen from the bottom row, the overall college-going rate was higher for black than for white students. However, the distribution of the students in the four-year institutions was uneven: white students were twice as likely to go to white institutions than black students.

Table 3 shows enrollment data for the Community Colleges. The meaningful comparison in this table is between the percentages of black full-time undergraduates and black full-time, first-time freshmen on the one hand and the percentages of black high school seniors on the other hand. All community colleges are enrolling black students beyond what would be expected given the pool of high school seniors. There are

² Note that it applies to the State public institutions only.

four exceptions, though: Anne Arundel, Charles, Chesapeake and Frederick Community Colleges. However, with the exception of Anne Arundel Community College, the percentages of black full-time, first-time freshmen exceeds that of black full-time undergraduates. This is interpreted as a positive trend. With the possible exception of Anne Arundel Community College, these institutions have in common a rural base. It may be that attracting black students from a rural background presents special problems.

Table 4 addresses a situation in the Baltimore area. There are four community colleges in that region: 3 in Baltimore County (Catonsville, Dundalk and Essex) and 1 in Baltimore City (Community College of Baltimore). More than half (55%), of the white Baltimore City residents enrolled full-time in any of these 4 institutions are enrolled in a Baltimore County institution. The main attractor for those students is Essex Community College. A similar pattern exists for part-time students.

Table 5 shows data on black enrollment in four-year institutions. Three institutions have reached the Maryland Plan's 1980 goals: Frostburg State College, University of Baltimore and the University of Maryland - Baltimore County. Three other institutions appear likely to reach those goals by 1980: Salisbury State College, Towson State University and the University of Maryland - Baltimore City. The flagship campus of the University of Maryland, the College Park campus, is unlikely to reach its 1980 goal. The traditionally black institutions are attracting fewer white students. The last three rows of this table summarize the problem: while the four-year institutions are enrolling black students

beyond what would be expected given the pool of high school seniors, black students make up a percentage that is half of what would be expected in predominantly white institutions; on the other hand, black students make up a percentage greater than four times what would be expected in the predominantly black institutions.

Table 6 presents data on institutional progress in enrolling black graduate students. The State Colleges and Universities, as a segment, have surpassed the Maryland Plan's 1980 projections. Given the nature of these institutions, special attention should be given to the part-time enrollments. It should be noted the high degree of desegregation achieved by the predominantly black institutions and by the University of Baltimore. Also, Salisbury State College and Towson State University have the percentage of first-time black graduate students greater than the percentage of all full-time black students, an indication of progress. In the University segment, the Baltimore City campus has achieved the Maryland Plan's 1980 goals;³ and the Baltimore County campus appears to be making progress toward the 1980 projections. However, it is unlikely that the College Park campus will achieve these projections.

Table 7 shows data on first professional students. While the University of Maryland - Law School has a percentage of black enrollment almost equal to the percentage of black baccalaureate recipients, the Schools of Medicine and Dentistry need additional progress. This may be

³ Note that if refers to graduate students only, not to first professional.

attributed in part to black students majoring as undergraduates mainly in fields other than the natural/physical sciences. The University of Baltimore - Law School, on the other hand, appears to have a substantial population from which to recruit.

TABLE 1

Summary of the Status of Enrollment Desegregation in Maryland
-Full-time Students in Public Higher Education Institutions-

FALL 1977

	<u>% Black</u>
Population in Maryland	21.1%
UNDERGRADUATES	
High School Seniors (May, 1977)	20.1%
Md. Deseg. Plan (1980)	21.5-23.4%
All Full-time Undergraduates	22.1%
Full-time UG in CC	21.8%
Full-time UG in 4-year Institutions	22.3%
GRADUATES & FIRST PROFESSIONALS	
Baccalaureate Recipients	12.7%
Full-time Graduates	10.7%
Full-time First Professionals	7.1%

TABLE 2

First-time, Full-time Freshmen in Maryland Public Higher Education
-Maryland Residents Only-

FALL 1977

	<u>% Black</u>	<u>Black Ratio</u> ¹	<u>White Ratio</u> ¹
High School Seniors (May 1977)	20.1%		
FT/FT Freshmen in CC	20.1%	24.4%	24.6%
FT/FT Freshmen in SC	32.9%	16.3%	8.9%
FT/FT Freshmen in UM	12.4%	7.1%	11.8%
FT/FT Freshmen in Black Inst.	95.0%	13.2%	.2%
FT/FT Freshmen in White Inst.	10.9%	10.1%	20.4%
FT/FT Freshmen in All 4-year	21.9%	23.3%	20.6%
All FT/FT Freshmen	20.9%	47.8%	45.1%

¹ Ratio = (N of First-time, Full-time Maryland resident freshmen in
Fall 1977/N of high school seniors in May 1977) * 100

NOTE: FT/FT: First-time, Full-time.

TABLE 3

Institutional Progress -- Community Colleges
--Fall 1977--

Institution	Reference Measures			Outcome Measures	
	% Black in County ¹	% Black H.S. Seniors ¹	% Black Md. Plan	% Black F.T.U.G.	% Black F.T/F.T.U.G.
Allegany C.C.	1.7%	.8%	2%	1.6%	1.6%
Anne Arundel C.C.	11.6%	11.6% ²	13%	7.1%	6.9%
Catonsville C.C.	5.5% ²	4.7% ²	5%	15.9%	17.9%
Dundalk C.C.	5.7%	4.9%	5%	13.0%	12.1%
Essex C.C.	5.7%	4.9%	5%	6.7%	7.1%
Cecil C.C.	5.1%	6.4%	7%	6.8%	7.1%
Charles C.C.	23.5%	30.8% ³	34%	12.0%	12.5%
Chesapeake C.C.	20.7% ³	22.6% ³	30%	17.3%	20.0%
CCB	50.6%	65.4%	71%	80.2%	82.8%
Frederick C.C.	6.7%	6.7%	10%	2.7%	3.0%
Garrett C.C.	.3%	0	0	1.1%	0.9%
Hagerstown J.C.	4.2%	2.0%	5%	9.9%	11.1%
Harford C.C.	8.2%	9.3%	9%	8.5%	10.1%
Howard C.C.	12.2%	13.8%	12%	14.1%	13.2%
Montgomery C.C. (All Campuses)	9.5%	6.7%	7%	7.5%	9.4%
Prince George's C.C.	27.3%	27.8% ⁴	26%	28.7%	29.8%
Wor-Wic Tech.	26.9% ⁴	33.5% ⁴	-	41.6%	46.4%

¹ Unless otherwise specified, it refers to the black population in the county where the Community College is situated.

² Data include Baltimore and Carroll Counties.

³ Data include Caroline, Kent, Queen Anne's and Talbot Counties.

⁴ Data include Dorchester, Somerset, Wicomico and Worcester Counties.

NOTE: F.T.U.G.: Full-time Undergraduates.

F.T/F.T.U.G.: First-time, Full-time Undergraduates.

TABLE 4

Baltimore Area Community Colleges
-Migration Pattern of Baltimore City Residents-

FALL 1977

Baltimore City Residents ¹	<u>Catonsville</u>		<u>Dundalk</u>		<u>Essex</u>		<u>Baltimore County Community Colleges</u>		<u>CCB</u>		<u>Total</u>	
Full-time Students	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Full-time Black	210	(6.1)	33	(1.0)	57	(1.7)	300	(8.7)	3130	(91.3)	3430	(100)
Full-time White	134	(14.5)	39	(4.2)	337	(36.4)	510	(55.1)	416	(44.9)	926	(100)
Part-time Students												
Part-time Black	309	(8.0)	34	(.9)	46	(1.2)	389	(10.1)	3431	(89.9)	3870	(100)
Part-time White	387	(19.6)	84	(4.3)	592	(30.0)	1063	(53.9)	910	(46.1)	1973	(100)

¹ Refers only to Baltimore City residents enrolled in any of four institutions: Catonsville, Dundalk, Essex and C.C.B.

TABLE 5

Institutional Progress - 4-Year Institutions
-Full-time Undergraduates-

FALL 1977

Institution	% Black In State	% Black H.S. Seniors	% Black Md. Plan	% Black F.T.U.G.	% Black F.T/F.T.U.G.
Bowie			51-52%	80.1%	90.3%
Coppin			73-80%	93.5%	98.5%
Frostburg			6- 8%	6.8%	7.7%
Morgan			73-77%	92.5%	94.4%
Salisbury			11-12%	7.8%	9.5%
St. Mary's			13-14%	7.3%	6.7%
Towson			14-16%	11.6%	14.0%
UB			16-17%	25.2%	N/A
State Colleges Total			33.8-36.4%	36.4%	36.4%
UMAB			14-18%	10.2%	11.5% ¹
UMBC			18-20%	21.2%	22.0%
UMCP			13-16%	7.7%	9.0%
UMES			50-60%	80.9%	85.2%
UM Total			15.7-18.8%	11.5%	13.6%
White Inst.			13.5-16.0%	10.1%	11.2%
Black Inst.			63.2-67.5%	89.8%	93.6%
4-Year Inst. TOTAL	21.1%	20.1%	23.6-26.4%	22.3%	23.9%

¹ Includes first-time freshmen and third year students. The entry point for the largest undergraduate programs at UMAB (like Nursing and Pharmacy), is the third year. However, as the main feeder school to those programs is UMCP, only first-time freshmen were added to the UM total.

NOTE: F.T.U.G.: Full-time Undergraduates; F.T/F.T.U.G.: First-time, Full-time Undergraduates.

TABLE 6

Institutional Progress
-Graduate Students-

FALL 1977

<u>Institutions</u>	<u>% Black Bacc. Rec.</u>	<u>% Black¹ Md. Plan</u>	<u>% Black FT Grad.</u>	<u>% Black PT Grad.</u>	<u>% Black FT/FT</u>	<u>% Black FT/PT</u>
Bowie St. College			32.7%	34.6%	16.7%	27.9%
Coppin St. College			82.1%	74.7%	72.7%	79.2%
Frostburg St. College			-	1.0%	-	-
Morgan St. Univ.			52.7%	65.4%	55.2%	67.9%
Salisbury St. College			14.0%	8.1%	100.0%	7.7%
Towson St. Univ.			7.9%	8.9%	11.5%	9.1%
Univ. of Balt.			24.6%	16.1%	25.0%	31.3%
All State Col. & Univ.		17-20%	37.2%	21.8%	43.0%	35.2%
UMAB			9.3%	9.9%	7.2%	9.0%
UMBC			7.0%	9.3%	6.5%	14.0%
UMCP			5.7%	5.8%	6.3%	4.2%
All UM		9-13% ²	5.7%	6.0%	6.3%	5.5%
White Inst.			7.1%	7.8%	7.0%	8.3%
Black Inst.			56.6%	50.4%	54.3%	48.4%
Grand Total	12.7%	11-15%	10.7%	14.1%	10.6%	16.7%

¹ The Md. Plan addressed full-time enrollments only.

² Applies to UMBC and UMCP only. While the Md. Plan does not specify a 1980 projection for UMAB graduate students, the projection for UMCP and UMBC graduate students may be used as a reference.

NOTE: FT Grad.: First-time Graduates

PT Grad.: Part-time Graduates

FT/FT: First-time, Full-time

FT/PT: First-time, Part-time

TABLE 7

First Professional Students
-Fall 1977-

<u>Program</u>	<u>% Black Bacc. Rec.</u>	<u>% Black Md. Plan</u>	<u>% Black Full-time</u>
Dentistry			6.6%
Law - UB			4.4%
Law - UMAB			11.7%
Total Law			8.0%
Medicine			5.3%
Grand Total	12.7%	14 - 18% ¹	7.1%

Includes full-time, first professional students at UB and full-time first professional and graduate students at UMAB.